

Mount St. Michael Secondary School

2020 Vision

The Vision

In our learning environments the curriculum comes to life and engages both students and teachers.

Learners become progressively more fluent, more assured, more venturesome and more at home.

***This vision brings all school planning together into one coherent framework
It encompasses all aspects of school development – School Improvement Plan/AFL/Subject Planning/Use of IT***

**The Vision is expressed as three Strategic Goals
Each goal identifies a number of Actions and Desired Outcomes**

Strategic Goal 1

To put students at the centre of learning

Action	Desired Outcomes
1. Students' access to the curriculum is supported by <ul style="list-style-type: none">• Appropriate subject choice• Working at an appropriate level (H/O/F)• Differentiation by the teacher throughout the class. Differentiation is evident in learning outcomes, success criteria (must/should/could), use of questioning, effective feedback, homework and assessment.	1. <ul style="list-style-type: none">• Students are active participants in their own learning.• Students are responsible for their own learning.• Teachers adjust their practice to take account of assessment as it continuously evolves in the classroom.
2. <ul style="list-style-type: none">• A variety of methodologies is used in all classes.• A blended use of IT will be evident in all classes.	2. <ul style="list-style-type: none">• Students are engaged in their learning• Opportunities for learning at the upper end of Bloom's Taxonomy (applying knowledge, analysing, creating etc.) are provided• Learning experiences are student centered and often student led.• Students will experience learning independently and with others.
3. <ul style="list-style-type: none">• Teachers create and manage an inclusive atmosphere in all classes:<ul style="list-style-type: none">- inclusive seating plans- differentiation	3. <ul style="list-style-type: none">• All students feel their needs are equal and are met.• All students feel confident that they can improve.• All students know what is needed to improve.

Strategic Goal 2

To invest in staff

Action	Desired Outcomes
<p>1. Opportunities are created for communication between teachers :</p> <ul style="list-style-type: none"> • Subject department meetings • Croke Park time especially at the start of the year • Through technology - google drive, OneNote, live blog etc. • Classrooms clustered together as subject match • Timetabling non-contact time of specific subject teachers • Peer observation 	<p>1.</p> <ul style="list-style-type: none"> • Teachers’ practice benefits from regular opportunities to plan, share innovative ideas, engage in new teaching initiatives, collaborate, support, review and carry out self-evaluation. • Quality of students’ learning improves and achievement levels rise.
<p>2. Continuous Professional Development is facilitated and supported.</p>	<p>2. Teachers feel their engagement with CPD is valued, appreciated and beneficial for all.</p>
<p>3. Leadership opportunities are embraced for teachers to lead learning.</p>	<p>3. Teachers are encouraged and supported to modify their teaching to maximise student learning.</p>
<p>4. Social events are organised periodically for off-site collegiality and comraderie.</p>	<p>4. Teachers are a cohesive team with empathy and understanding.</p>

Strategic Goal 3

To nurture our community

Action	Desired Outcomes
1. The extra-curricular programme to be expanded especially at lunch-time by forming more clubs/activities.	1. <ul style="list-style-type: none">• Students will communicate, have a sense of belonging and be stimulated at school.• Students are leaders among their peers.• Students who find it difficult to cope/socialise are provided with an opportunity to engage in activities and socialise with others
2. The pastoral care of all students to be central in all teaching and a priority for class tutors, year heads and all the pastoral care team.	2. Students feel cared for and supported.
3. Student leadership to be supported through the student council, the senior prefect team, the sports committee, the Big Sister Little Sister initiative etc.	3. There are formal mechanisms for students to be leaders and for their voices to be heard.